

A Work Project, presented as part of the requirements for the Award of a Master's degree in
Management from the Nova School of Business and Economic

**Student Relationship Management at Business Schools:
The Case of Nova SBE**

Patrícia Alvarenga Silva
33582

Work project carried out under the supervision of:
Elizabete Cardoso

JANUARY 2020

Contents

Abstract	1
Introduction	2
NOVA SBE Case	4
Literature Review	5
CRM	6
SRM	9
Gartner's CRM Model	13
Student as Consumer	13
Methodology	15
Analysis & Discussion	16
Research Question 1: To what extent do Nova SBE students see themselves as consumers of their programs?	16
Research Question 2: What should an SRM strategy for Nova SBE consider based on their current relationship with students?	18
Recommendations	23
Limitations	26
Further Research	26
Bibliography	27

Abstract

This study aims to explore the concept of Student Relationship Management both from an academic perspective and a practical perspective. Literature review is conducted to propose an SRM definition and framework. Nova SBE is then used as a case study to evaluate the current SRM strategy context and recommendations are suggested for improvements. Two research questions are answered: (1) To what extent do Nova SBE students see themselves as consumers of their programs? (2) What should an SRM strategy for Nova SBE consider based on their current relationship with students? Qualitative research concluded that Bachelor students have low consumer orientation whilst Master Students are highly consumer oriented. Based on the 8 building blocks of SRM, the five most critical were identified as: Vision, Student Experience, Processes, Information, Technology. A current analysis and recommendations focused around these critical components.

Key Words: CRM, SRM, Student as Consumer, HEI,

Introduction

Higher Education institutions in the Western World have developed over time comparably to large enterprises (Teixeira, Jongbloed, Dill, & Amaral, 2004) functioning in highly competitive environments where customer relationship management (CRM) is critical for long-term success (Seeman & O'Hara, 2006). Today universities must ensure their competitiveness in national and international higher education markets through entrepreneurial management strategies that provide a competitive advantage (Allen, 2011). In Europe, the introduction of the Bologna Reform and the increasing number of students seeking to complete their higher education certificate, has created new challenges for universities (Sprenger, Klages, & Breitner, 2010). As continuously suggested by several academic papers (Hill, 1995; Molesworth, Nixon, & Scullion, 2009; Nixon, Scullion, & Hearn, 2018; Raaper, 2019), higher education students are increasingly perceived as the main consumers whose level of satisfaction subsequently significantly influences universities' notoriety and success. Foucault (2004) would describe this move towards economic intentions as a neoliberal environment where students are consumers engaging in economic decisions. In this context, university ranking tables are highly influential when a student is selecting an institution (Pritchard, 2005).

Similarly to the individualization of modern society, students perceive themselves as individuals with rights and clear demands which consequently pressures universities to re-shape and adapt (Lechtchinskaia, Friedrich, & Breitner, 2012). During the prospective student's decision process, the academic reputation of an institution is a decisive factor for its selection. However, the student may consider other indicators including alumni satisfaction, graduate employment rates and even improvement in critical thinking and communication skills (Cleary, 2001). Not only are students more selective when deciding which university to attend, but they also demonstrate an increasing demand for additional university services. Students' service expectations have outgrown the standard university offering such as teaching or library services, as students are now further seeking additional educational experiences which may

include work placements, career support, mental health counselling, accommodation and catering (Hill, 1995). With an increasingly complex and competitive environment between education institutions and student's growing expectation of university services, it is critical for schools to establish competitive advantage and differentiate themselves by offering a more customized and encompassing education experience. Considering the consumer behavior shift that is occurring in the realm of higher education, institutions need to adapt their customer relationship management (CRM) practices to students as customers (Ogunnaike, Borishade, & Jeje, 2014). In pursuit of this aim, it is believed that implementing a student relationship management (SRM) approach in higher education institutions can enhance an institution's ability to attract, retain, and serve its students (Seeman & O'Hara, 2006).

SRM has mostly been studied from theoretical perspectives but conclusive qualitative practical approaches are lacking in the field. Thus, the aims of this study are to theoretically and practically explore what is valued by a top business school and its student population, as a means to devise a successful SRM strategy. The proposed SRM Framework is based on Gartner's CRM Framework and Decision Model which were used to identify and evaluate the key competencies needed to successfully develop an SRM strategy. Consequently, this paper hopes to contribute to the fields of SRM and 'Students as Consumers' with practical evidence in a specific context. To do so, a case study approach will be used investigating the top business school in Portugal, Nova School of Business and Economics. As such, this paper proceeds to review the literature in three main fields: (1) CRM, (2) SRM, and (3) Student as Consumer. The following section presents the case of Nova SBE along with the research methods used and empirical analysis conducted. The research results and findings are subsequently examined, leading to the discussion of the final conclusions and managerial implications.

NOVA SBE Case

NOVA School of Business and Economics (SBE) is Portugal's leading university in the field of Business, Economics and Finance through their highly recognized Bachelor's, Master's, Ph.D., MBA and Executive Education Programs that are all taught in English. When the university was founded as a public institution in 1978 it adopted traditional teaching methods and education was largely standardized. Today, the university has renovated its brand, campus, and teaching philosophy. NOVA was the first Portuguese university to receive international accreditation and recognition which is still a competitive advantage that is reflected in the academic environment with over 3000 students of which 40% are international. The institution promotes academic globalization through over 330 exchange deals in 55 countries, 25 alumni hubs across the globe and teachers from more than 20 different countries. The newly inaugurated 90.000m² campus by the sea was an opportunity for the university to re-brand its name and position itself as the "school of the future" (Observador, 2018).

NOVA advertises that its programs are "student oriented, collaborative and advanced", whilst also adding that its campus encourages "new teaching approaches that focus on student interaction and collaborative learning, rather than being solely focused on the teacher" (Nova SBE, 2019). The university has positioned itself as student-focused and has adopted an enterprise-like strategy around the student as consumer perspective. Students have access to several leisure facilities and activities such as the student union, student clubs, sports activities, gym, library, accommodation, catering, medical center, bank, supermarket and a postal delivery service. The university also provides several services such as the academic and career services, program management, international mobility and non-academic support (housing, visas, transportation etc.), as well as a student development office, a research team and an alumni & corporate relations team (Detailed description in Appendix 1). Part of the study will see how SRM differs between Bachelor and Master students considering that programs differ

significantly. Bachelor students are in a 3-year program, with majority Portuguese students who pay up to 1000 euros per academic year. Whilst Master students are enrolled in a 1.5-year program with high international diversity and tuition fees ranging around the 12,000 euros.

In 2017 Nova's International Master in Management program was considered #17 by the Financial Times. However, in 2018 NOVA received the unfortunate news that the program had dropped 13 places in the Financial Times rankings as #30. Based on the results published these results were due to a decrease in: value for money rank, careers service rank, gender distribution, international mobility rank and international course experience rank. The 2019 rankings placed Nova at #22 increasing significantly in comparison to the previous year, however, still behind 2017's record ranking.

Given the university's ambition to be a top ranked business school both on a national and international level, and given the recent changes in infrastructure, ranking and management philosophy, it becomes increasingly relevant to analyze how an SRM strategy can support the university's goal. Accordingly, this study will use an SRM framework to evaluate the current approach used to manage the university-student relationship and recommend the next best steps to improve the overall success and reputation of the institution.

Literature Review

In order to thoroughly understand the impact and relevance of Student Relationship Management (SRM) it is fundamental to explore its context. Consequently, the fields of Customer Relationship Management (CRM) and 'Students as Consumers' are academically reviewed alongside SRM to develop an overall understanding of the topic. This review aims to present and define these three fields and further analyze what gaps are found in the research that ultimately justify the relevance and significance of this thesis.

CRM

The term “Customer Relationship Management” has been widely debated since its first use in the early 1990s (Payne & Frow, 2005). Although the term was initially coined within the information technology (IT) community to describe “software applications used to support the marketing, selling and service functions of businesses”, today it represents one of the most significant terms in the managerial and marketing realm where it is viewed as a strategy or “strategic approach to develop and maintain profitable customer relationships” (Buttle & Maklan, 2016, p. 3). Academics have provided several distinctive definitions of CRM proposing that it can be perceived as a business philosophy, a business strategy, a business process, or a technological tool (Rababah, Mohd, & Ibrahim, 2011). The lack of a clear consensual definition is partially due to CRM’s multidisciplinary nature combining management, marketing and information systems.

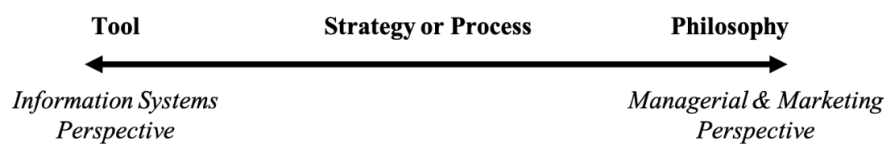


Figure 1: CRM Definition Spectrum

In an attempt to resolve the conflict between managerial and technological schools, Buttle & Maklan (2016) propose that CRM should be defined based on its three main forms: strategic, operational and analytical. Strategic CRM is a customer-centric enterprise wide strategy focused on keeping profitable customers by systematically analyzing and leveraging customer information. Operational CRM facilitates direct interaction with the customer through the integration of back office and front office systems which enables the automation of customer-facing processes such as marketing, sales force, and customer service (Kumbirai & Nyasha, 2014). Lastly, analytical CRM focuses on transforming customer-related data into actionable insights for improved decision-making, optimizing marketing effectiveness, customer retention and behavioral analysis (Laudon, Laudon, & Elragal, 2013). The capabilities

of Analytical CRM are rapidly evolving with technological developments in the realms of business intelligence and data mining.

At the core of any CRM initiative are three elements: people, processes and technology. The effective management of the business process change, the successful alignment between processes and IT operations, and the recruitment or training of qualified people are key factors contributing to the success of CRM (Rababah et al., 2011). Kincaid (2003, p. 41) definition of CRM summarizes these three elements in one by proposing it is the “strategic use of information, processes, technology, and people to manage the customer’s relationship with your company (Marketing, Sales, Services, and Support) across the whole customer life cycle”.

Although CRM is marketing oriented, it has become a cross-functional process which is key to enterprise resource planning systems of many companies. Ultimately, CRM supports a company’s mission to become more customer-centric and move away from product-centric marketing (Debnath, Datta, & Mukhopadhyay, 2016).

Recently, both industry professionals and academics have shown growing interest in CRM as its relevance continues to expand. Nevertheless, Chen & Popovich (2003) suggest that CRM is not a new concept and that it has simply assumed practical importance due to current developments and advancements in information technology. It is important to understand what changes have occurred in the business context that have fueled CRM endorsement. Mack, Mayo, & Khare (2005) argue that not only are companies embracing a more strategic long-term orientation, but the nature of the business environment in itself has drastically changed. Due to the growing variety of communication approaches, customers are experiencing “marketing fatigue” making it more difficult for companies to successfully implement traditional marketing methods. Companies have become forced to innovate and create new ways to target their customers on a more personal level. As a consequence of globalization, markets have become

progressively more complex and competitive, increasing consumer choice and putting pressure on companies to reinforce the importance of customer loyalty.

Adapting to constantly changing environmental trends is a challenge for most companies, however, those that are able to successfully implement CRM strategies can gain significant long-term competitive advantage. Findings from a multi-industry study showed that core benefits associated with CRM can be experienced across contexts (Reinartz, Krafft, & Hoyer, 2004). Assuming that the CRM planning and implementation phases are conducted suitably, there are innumerable benefits that a company can reap for its organization and its customers. Richards & Jones (2008) conducted an extensive survey of CRM studies and summarized the main benefits as “1) improved ability to target profitable customers; 2) integrated offerings across channels; 3) improved sales force efficiency and effectiveness; 4) individualized marketing messages; 5) customized products and services; 6) improved customer service efficiency and effectiveness; and 7) improved pricing.” Additionally, CRM can also improve customer satisfaction and customer loyalty, which are key factors in surviving today’s competitive business environment (Hassan & Bin-Nashwan, 2017).

The complex nature of CRM has led to unsatisfactory implementation results with extremely high failure rates. In 2001 Gartner published a study concluding that 50% of CRM projects fail and since then, studies from 2017 report failure rates between 18% and 69% (Edinger, 2018). These statistics seem unstable and do not serve CRM a good reputation. The main failure causes are due to lack of business process re-engineering, undefined business processes, unclear KPIs and difficulty in measuring CRM effectiveness in deployment (Rababah et al., 2011). Other factors such as lack of leadership support, unskilled workers, or even poor data quality and quantity can also negatively impact the implementation of CRM, however, are not such critical problems as with time and training these obstacles can be overcome. CRM enables companies’ strategies to become reality, however, without SMART

(Specific, Measurable, Achievable, Realistic, Timely) goals and strong business processes that are aligned with the firms' CRM, the system will simply collect data and the company will be unable to fully exploit its potential.

SRM

From a stakeholder theory perspective, the purpose of a business is to create as much value for the stakeholder as possible. Within the ecosystem of higher education institutions there are several stakeholders that must be considered such as parents, sponsors or industry employers, nevertheless, the key stakeholder with the most influence is the student. The future success of higher education institutions rests on their ability to differentiate amongst other institutions and build meaningful relationships with current and potential students (Seeman & O'Hara, 2006). The increasingly competitive environment

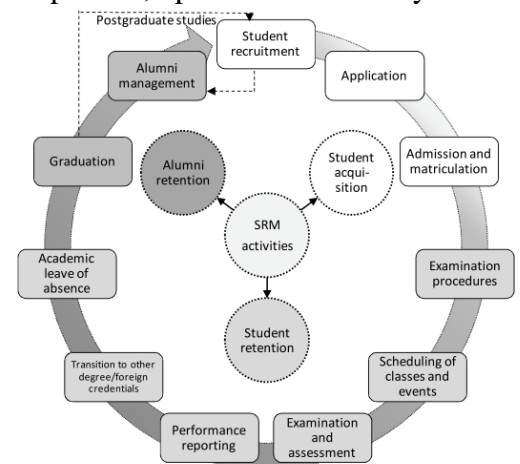


Figure 2: Student Journey

has put pressure on universities to implement new strategies and technologies that will enhance the understanding of student needs and develop sustainable relationships. With decreasing governmental budgets and a high level of global competition for local and foreign students, universities increasingly need to focus their strategic orientation on student acquisition and student and alumni retention to remain competitive. Universities are increasingly adopting a customer-centric approach as they seek to offer a more personalized educational experience by tailoring to the needs of each individual student. Hence, applying a CRM lens to an educational realm creates a new area of study to be explored which is referred to as Student Relationship Management (SRM). CRM concepts can be adapted to help education institutions meet major objectives such as reducing student failure, enhancing student loyalty and alumni retention and improving fundraising efficiency (Daradoumis et al., 2010). Figure 2 above is a Consumer Decision Journey model that represents the different key stages of the student consumer journey and how SRM interacts with these stages.

Considering that SRM is a novel marketing concept, a comprehensive definition or model is yet to be defined amongst academics. Several papers define SRM based on a relationship marketing perspective (Drafińska, 2012; Lebrão & Brisighello, 2016), whilst others focus solely on its derivation from CRM (Hilbert, Schönbrunn, & Schmode, 2007; Maria Beatriz Piedade & Santos, 2008). This paper aims to combine both perspectives to propose a definition and model that can be used as a guideline for institutions. Below are the several SRM definitions presented in the academic literature.

SRM Definition Table

Source	Perspective	Definitions
(Seeman & O'Hara, 2006)	CRM	Provide interaction with all the traditional student touch points – admissions, registration, financial aid, etc. – through a single system that would facilitate a complete understanding of each student's unique situation
(Ackerman & Schibrowsky, 2007)	Both	An institutional philosophy, which contributes a different view of the institution's interactions with students; those programs designed to build relationships with students to increase retention and loyalty to the school; the process of recruiting and retaining quality, profitable students
(Hilbert et al., 2007)	CRM	A fundamental strategic orientation of the entire academy aiming at the increase of student satisfaction and the creation of additional value for the students as well as for the academy
(Maria Beatriz Piedade & Santos, 2008)	CRM	Supports processes and activities concerned with the teaching-learning processes, having by main purpose the scholar success promotion
(Drafińska, 2012)	Relationship Marketing	A continuous and long-term process of creating a relationship between a higher education school and its partners (students, companies, authorities, sponsors etc.) by jointly creating value in such a way that the goals of all parties are achieved
(Lechtchinskaia et al., 2012)	Both	A set of activities for establishing and maintaining personal contact with students
(Fontaine, 2014)	Relationship Marketing	Programs designed to build relationships with students to increase retention
(Rigo, Pedron, Caldeira, & Araújo, 2016)	CRM	Oriented specifically towards a Higher Education environment where strategy, processes and philosophical lines are oriented to academic goals and student needs; to develop organizational capabilities that enable educational institutions to construct a holist understanding of their students, and, consequently, to increase student retention.
(Lebrão & Brisighello, 2016)	Relationship Marketing	Combination of relationship marketing that teaches the important of cultivating relationships with clients, establishing a stable and long-lasting relationship enabled by the intensive use of information technologies, that are used in a specific and integrated way for the benefit of the organization
(Gholami, Saman, Sharif, et al., 2018)	Both	Aimed at advancing the university-student relational development for the sake of higher education sustainability
(Gholami, Saman, Mardani, et al., 2018)	CRM	A strategic orientation for maximizing the student value through meeting the students' needs, as well as for advancing the institutional sustainability through sustainable relationships development

The term SRM was initially coined by Ackerman & Schibrowsky (2007) and Hilbert et al., (2007), which has been gradually progressing over time. The initial definitions focused on SRM as a philosophy, as a program and as a process of a strategic nature that aimed to increase value for profitable students and institutions through the creation of relationships, as well as increasing retention, loyalty and satisfaction. Although these are still central themes of SRM, initial interpretations failed to mention two key aspects that are emphasized today: (1) sustainable perspective and (2) holistic perspective. SRM provides universities an opportunity to increase retention and loyalty amongst students if it can develop meaningful relationships that will last for a long period of time- leading to a strong alumni network that influences reputation and funding. Ultimately, SRM aims to support higher education sustainability through sustainable relationship development. Therefore, an SRM definition should take this into account. It is also critical to note that one of the core functions of SRM is that it provides a holistic perspective of each student rather than just a snapshot. Similarly to CRM, SRM allows universities to target students at all stages of the student life cycle, adapting a strategy according to each stage. Thus, a modern SRM definition should also take this into account. As a result, after a thorough literature analysis, this study proposes the following SRM definition: “An organizational strategy focused on maximizing student value by developing meaningful and sustainable relationships with students, aligning processes and technology with academic goals and students needs and constructing a holistic understanding of each student to enable segmented actions”.

Literature reveals that when successfully implemented, SRM can bring universities numerous advantages that will increase the institutions competitive position. SRM can help higher education institutions with marketing and recruiting prospective students, retaining and engaging current students, and developing sustainable relationships with alumni. On one hand high-performing students can be targeted and encouraged to extend their studies further or to

become part of the alumni community, whilst on the other hand, low-performing students can be identified so the university can provide extra academic support and personal guidance towards success. Gholami, Saman, Sharif, et al. (2018) focused on the benefits universities can explore with a successful SRM strategy; below is a summary of this review.

Source	Benefit
(Hilbert et al., 2007); (Ackerman & Schibrowsky, 2007); (Vulić, Petrović, Kovačević, & Živanović, 2014); (Seeman & O'Hara, 2006)	Enabling universities to pursue the 'best processes' in educating, collaborating, and managing
(Hilbert et al., 2007); (Gholami, Saman, Mardani, et al., 2018)	Involving students in the co-creation of value
(Hilbert et al., 2007); (Gholami, Saman, Mardani, et al., 2018); (Vulić et al., 2014); (Seeman & O'Hara, 2006)	Increasing student satisfaction, retention, and loyalty to institutional programs and commitments
(Ackerman & Schibrowsky, 2007); (M.B. Piedade & Santos, 2010); (Kongsakun & Fung, 2012)	Improving institutional efficiency and effectiveness
(Ackerman & Schibrowsky, 2007)	Advancing the interactions between the institution and the students
(Ackerman & Schibrowsky, 2007); (Seeman & O'Hara, 2006)	Growing the student-centric focus
(Gholami, Saman, Mardani, et al., 2018); (Ackerman & Schibrowsky, 2007)	Improving student-employee integration
(Gholami, Saman, Mardani, et al., 2018); (Ackerman & Schibrowsky, 2007); (Lechtchinskaia et al., 2012)	Enhancing the capability to create sustainable partnerships
(Gholami, Saman, Mardani, et al., 2018); (Ackerman & Schibrowsky, 2007); (Vulić et al., 2014)	Developing the service & meeting the students' needs
(Shannaq, Rafael, & Alexandro, 2010)	Enabling better allocation of resources across the student portfolio
(Kongsakun & Fung, 2012)	Elevating the student experience
(M.B. Piedade & Santos, 2010); (Kongsakun & Fung, 2012)	Minimizing dropout rates
(M.B. Piedade & Santos, 2010); (Lechtchinskaia et al., 2012)	Optimizing cost to serve & maximizing financial benefits
(Ackerman & Schibrowsky, 2007)	Enhancing long-term profitability
(Lechtchinskaia et al., 2012)	Heightening the university's reputation
(M.B. Piedade & Santos, 2010); (Lechtchinskaia et al., 2012)	Gathering competitive intelligence

Implementing a successful SRM strategy is highly complex due to the amount of coordination required from all stakeholders involved- it must be considered everyone's responsibility (Ackerman & Schibrowsky, 2007). It is critical that all staff regularly engage with the system, providing constructive feedback to ensure continuous development and training of both people, processes and technologies. Without an institution-wide approach the SRM will be critically limited in its capacity to improve outcomes (Pember, Owens, & Yaghi, 2014). Universities are deeply rooted in traditional customs and may be reluctant to adopt a

more commercial approach at times (Drapińska, 2012). Older staff may not be qualified to interact with the technologies required or top management may lack strategic coherence to develop a consistent strategy. Given that the concept of SRM has only recently been established as a strategic approach to generate competitive advantage in higher education institutions, the discourse on this topic is still insufficient. Universities have not yet grasped the importance of SRM and often overlook its significant managerial implications. Similarly to companies, universities perceive CRM and SRM as technological solutions rather than as strategic practices (Gholami et al., 2018). Due to its importance, capability and powerful philosophy, developing research and studies on SRM can be critical to support the development of university services and education strategies.

Gartner's CRM Model

In 2001, Gartner introduced a CRM framework to ensure that programs are approached on a balanced, integrated basis that's simultaneously tactical and strategic (Thompson, 2007). The framework shown in Figure 3 outlines 8 building blocks that are the base of any successful CRM initiative: Vision, Strategy, Valued Customer Experience, Organizational Collaboration, Processes, Information, Technology and Metrics.

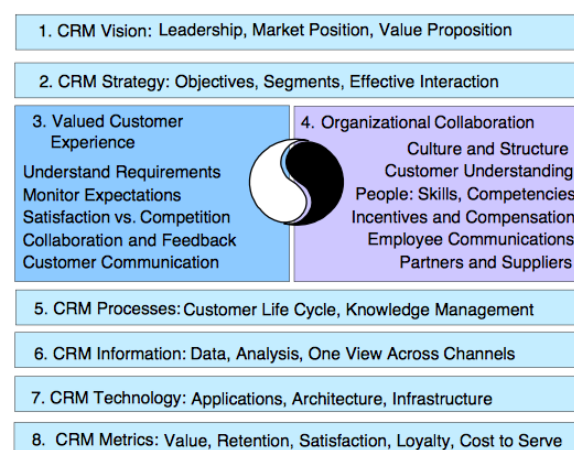


Figure 3: Gartner's CRM Framework

This framework will be adapted to an SRM perspective, to understand what it means in the context of universities managing the relationships with students and it will become the base for evaluating and recommending an SRM strategy.

Student as Consumer

Western HEIs and its students are increasingly adopting the student consumer perspective, hence, shifting the relationship between students and teachers from academic to commercial and positioning the educational experience as a product as opposed to a process

(McMillan & Cheney, 1996). The notion that students exercise educational decisions based on economic self-interest revolutionizes the core purpose of the education system (Raaper, 2019). As university degrees become more a requirement rather than a desire, students enroll in higher education programs to seek a return in the form of enhanced employability skills. In an era of academic capitalism, Hay & Kapitzke (2009) suggest that neo-liberal higher education policy discourses promote students to be ‘entrepreneurial citizens’ for the competitive global economy, repositioning students traditional subjectification (Pritchard, 2005).

Students are taking on new ‘identities’ within the education realm leading to a shift in service expectation and demands which supported the marketisation of higher education institutions. The marketisation movement has generated significant controversy as student satisfaction is placed at the core function of education institutions and increases pressure to adapt to student’s desires (Nixon et al., 2018). Evidence of increased marketisation can be seen as universities use sales techniques to attract students, develop sophisticated brands and advertising campaigns and present themselves as tangible service providers through accommodation and career services (Bunce, Baird, & Jones, 2017; Chapleo, 2010; Gokcen, 2014). Given Fromm’s humanist philosophy, Molesworth, Nixon, & Scullion (2009) argue that higher education may be pedagogically restraint by the growing marketisation of education as students increasingly seek to ‘have a degree’ rather than ‘be learners’. Bunce et al. (2017) also scrutinize the marketisation shift and discuss two main concerns: (1) academic standards could be jeopardized as students provide positive feedback to less rigorous teachers who are then pressured to reduce the academic level of a course to increase student satisfaction and (2) students with a lower learner identity subsequently have a higher consumer orientation, who in turn display a lower academic performance.

Raaper (2019) argues that the degree to which students perceive themselves as consumers differs depending on the institutional assessment systems. It is important to

understand how students at NOVA SBE perceive their relationship with the university to better manage this relationship. Currently, there is limited evidence concerning the extent to which students from NOVA SBE adopt a consumer perspective and no study has been conducted to assess the stage of SRM at NOVA SBE. Therefore, this study aims to answer the following two research questions: (1) To what extent do Nova SBE students see themselves as consumers of their programs? and (2) What should an SRM strategy for Nova SBE consider based on their current relationship with students?

Methodology

This single cross-sectional descriptive research follows a pragmatism philosophy in which constructive knowledge is created to be practically useful for the university to improve its relationship with students. Nova SBE is used as a holistic case study to be analyzed through an inductive approach where observations are used to construct a framework and recommendations. This study is qualitative in nature as the purpose is to better and more thoroughly understand the opinions of the participants through in-depth interviews, short interviews and focus groups (See Figure 4). Although the focus is on Master students, one of the goals was to understand if Bachelor and Master students had different profiles regarding SRM and Students as Consumers. After pre-screening some potential Bachelor students, it became clear that their consumer orientation was low. Short interviews were conducted with Bachelor students to confirm this hypothesis.

Through a self-selection sampling, two focus groups were conducted with Masters in Management students to further understand how they feel about the relationship with the university and what are the main priorities and concerns within this relationship. In-depth interviews were conducted with university representatives across departments to look into what they perceive as important for students and how they are managing this relationship. The participants for the in-depth interviews were selected using judgement sampling as they were qualified members of staff and faculty who had relevant experiences in different departments

at the university. Finally, short interviews were conducted with Bachelor students asking similar questions that were asked to Master students in the focus groups to understand if these two demographics expressed similar or different perspectives.

Method	Type	Sampling	#	Profile
Focus Groups	Semi-structured	Self-Selection	2x10	Management Master Students
In-depth Interviews		Judgment	7	7 Departments: IT & Digital Transformation, Admissions, Academic & Program Management, Life@Nova, Career & Corporate Placement, Dean's Office
Short Interviews		Self-Selection	5	Management Bachelor Students

Figure 4: Data Collection Methods

An SRM Value Framework was developed by combining Gartner's CRM framework, which outlines the key components of a CRM Strategy, and Gartner's CRM Decision framework which helps institutions position themselves within a 'stage' in the development of an CRM strategy. By adapting these to an SRM context, the new framework was used to assess where NOVA SBE stands in the SRM journey and what would be the next steps to explore. Participants were questioned around the components of the SRM Value Framework and through an inductive coding process, the transcripts of the data collection activities were analyzed to detect common themes and understand how they may be connected. Consequently, NOVA is allocated a development stage for each SRM component to evaluate what the university's SRM strategy should focus on improving. Each component is evaluated based on a stage development scale of 1-5 in which 1 provides no value, and the 5 provides maximum value. This analysis was then used to develop the SRM Strategy recommendations.

Analysis & Discussion

Research Question 1: To what extent do Nova SBE students see themselves as consumers of their programs?

The objective was to understand if students perceived themselves as consumers of their educational degree and how this impacted the expectation they have of the relationship with the university. This study initially considered both Masters and Bachelors students, however, early on in the data collection process two very distinctive profiles began to emerge. On one hand, we had Bachelor students who expressed a very low sense of consumer orientation, had limited demands and were extremely satisfied with their experience. Bachelor students were focused

on personal development, exploring new areas and concepts and they were honored to be part of NOVA SBE completely unaffected by the tuition fees amount as they are quite low.

“I never considered the amount I pay for the degree. The reputation and experience of the university are very strong and I feel honored to be a Nova student” (Bachelor Student, Female, 20 yrs old, Portuguese).

On the other hand, we had Master students who demonstrated a high consumer orientation and low-medium levels of satisfaction, yet extremely high demands. They went to NOVA with a clear set of expectations related to their careers goals which were aligned with their academic path and influenced their decision-making as a student.

“I expect that if I’m paying this amount of money for a masters then it’s the best professors and best courses” (MiM Student, Female, 23 yrs old, Angolan).

“This is a service, and we pay a lot of money for it so if I have a problem I expect it to be solved” (MiM Student, Female, 24 yrs old, Portuguese).

Comparatively to Bachelor students, Master students did perceive themselves as consumers of their education at NOVA. When looking deeper within the segment of Master students, another trend became clear: international students and local Portuguese students did not have the same perception. Portuguese students found the fees to be high and explained that because they paid a lot of money the university should provide the best service, courses and professors. However, international students perceived the value of tuition fees to be very fair and below the benchmark in their own countries.

“Nova’s tuition fees are lower than the universities in my country so coming here and having this campus and academic quality was a no-brainer” (MiM Student, Female, 24yrs old, Germany)

“Compared to other public Portuguese universities, Nova is very expensive, which is why students have higher expectations.” (MiM Student, Female, 22yrs old, Portugal)

Here the extent to which a student acted as a consumer was dependent on the perceived value of tuition fees and whether they were international or local students. Whilst cost of education affected local student’s expectation of the university, international students said that

their expectation came from NOVA's marketing campaigns and reputation. Although the variable that impacts the expectation students have during their university experience may be different, both international and local students agreed that student experience should be the priority and their demand for student services, and academic and professional opportunities are aligned with Nixon et al. (2018) idea of growing marketisation of HEI and student-centric education. All Master students shared that their motivation to join a Master Program was related to the outcome of having a successful career and finding valuable job opportunities with higher salaries. The emphasis on gaining knowledge and learning were placed as a second priority which supports the idea that students are exercising education decision based on economic self-interest supporting Raaper (2019).

Research Question 2: What should an SRM strategy for Nova SBE consider based on their current relationship with students?

Critical SRM building blocks were identified by analyzing what were the most important areas both for students, staff and faculty and which of those were in most need of improvement. As seen in Figure 5, the most critical components were identified as: Vision, Student Experience, Processes, Information and Technology. Using the SRM Value Framework, Nova is positioned within a development stage to understand which SRM components were most important to invest in (detailed explanation of each SRM Development Stage can be seen in Appendix 2).

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Vision			X		
Student Experience			X		
Processes		X			
Information		X			
Technology		X			

Figure 5: Nova SBE's position in the SRM Value Framework

The first critical component of the SRM strategy to be analyzed is the *Vision* which relates to leadership at the university, its marketing position and value proposition. After evaluation, the component is placed in stage 3 of development as Nova SBE has been very successful in establishing its value proposition and marketing positions on an international scale

and management understands the importance of managing student relationships. However, after comparing staff and students' perspectives, it became clear that the university is still struggling to meet student demand and the vision is not implemented or felt on a day-to-day basis.

"We are focused on understanding student's concerns and trying to solve those issues as soon as possible" (Deputy Dean, Female, Portuguese)

"The university does not listen to student concerns and deprioritizes reacting to our complaints because they are understaffed and focused on fundraising money" (MiM Student, Female, 23 yrs old, Portuguese).

This is hindering the ability to create trust and deliver mutual benefits amongst the student community. Students expressed that they didn't trust that the university was mainly focused on students because they experienced a huge conflict of interest with the investment and focus on corporations, brands and sponsors. One student went on to say, *"it seems that students are a way to attract partners and not the other way"* (MiM Student, Male, 23 yrs old, Italian). Students felt that although the new university campus is one of the highlights of their experience at Nova, it became clear over time that the campus had not been built focused on the students.

"It is not built for students, its built for corporate events which affects students as we experience unacceptable environmental conditions during critical student points such as exam season, where spaces are loud and fully occupied by external stakeholders" (MiM Student, Female, 22 yrs old, Portuguese).

"Study spaces are not well-organized, the library is small in comparison to the number of students enrolled, Student Clubs have no place to gather on campus and, in such a big space, we have no facilities to play team sports" (MiM Student, Female, 25 yrs old, German).

Similarly, both local and international students expressed that NOVA's marketing campaigns created unrealistic expectations regarding student's lifestyle that contributed to service unsatisfaction as expectations were not met.

"I had high expectations about by experience at Nova because of the Marketing Campaigns I saw on the website and social media. I feel they were misleading because my experience has not been at all what I thought- we are overwhelmed with work leaving no time for the social aspect and the university is still figuring a lot of things out". (MiM Student, Male, 23 yrs old, Italian).

Another critical element for Nova's SRM strategy is *Student Experience* which is based on understanding student requirements, monitoring student expectation, analyzing student satisfaction in comparison to competitors, ensuring collaboration and feedback with the student community and effectively communicating with students both at an individual and group level. Analysis reveals that although management is interested in understanding student needs and open communication with students, the university is still facing issues with communication effectiveness and implementing student feedback. For this reason, Student Experience is placed in stage 3 of development. When students were asked about the communication with university services a number of issues were discussed. Students felt that they received a redundant amount of e-mails that were very long and lacked personalization which ultimately led students to consider university e-mails as 'spam' which were either deleted or ignored.

"I receive many e-mails full of information about upcoming events which then failed to highlight important topics like signing up for Excel courses or paying tuition fees" (MiM Student, Female, 23 yrs old, German).

"Most e-mails you can tell they were sent to hundreds of people at a time. I would receive e-mails that started by saying that the information below only applied to students who are in X course, which was not even my case". (MiM Student, Male, 23 yrs old, Brazilian).

Another issue commonly expressed by students regarding communication relates to feedback. Nova conducts an annual survey at the end of the academic year and individual course surveys at the end of each course. However, most of the students explained their motivation to provide feedback was low as their efforts wouldn't improve their own student experience since these surveys were conducted at the end of an event rather than an ongoing process. Not only did students feel less motivated to participate, but it also affected their experience as the feedback was requested at a late point in time where it would no longer help the current students.

"It felt pointless to participate in the annual survey because the damage had already been done. It would have been useful if changes were made throughout the duration of the semester rather than at the end" (MiM Student, Male, 22 yrs old, Austrian).

The last common issue that students experienced when communicating with the university is the lack of effectiveness and transparency in the current process to make a complaint or request to the respective academic services representatives. When an e-mail is sent to a member of staff, the student is unable to view the ‘status’ of their request. Not only are e-mails not answered and forgotten at times, but when staff is in fact taking care of a situation, the student is not aware and believes they are being ignored. Students felt like this was a major pain point of their experience at Nova.

“There have been times when I sent e-mails asking questions are received no reply. When I went to the Academic Services in person I was told that my e-mail had been read, and that the information to reply was being collected. A reply or some sort of notification confirming that my request has been read would have been easier.” (MiM Student, Female, 23 yrs old, Portuguese).

Lastly, Processes, Information and Technology have also been identified as critical elements for Nova’s SRM strategy which will be analyzed as a group as they are strongly interconnected. These three elements are the basis to ensure that other SRM components, such as Student Experience, can leverage the best tools to succeed. Processes, Information and Technology have all been allocated to stage 2 in development, meaning these areas need the most improvement and have the greatest impact.

Within the university context processes can become increasingly complex. Processes include course allocation, student and faculty allocation and managing current students and alumni. Although the university has a team of developers who have programmed some processes to become more automated, a lot of the processes are still done by hand which limits their efficiency. Currently, processes are not engineered from an end-to-end viewpoint which leaves several gaps such as current student experience management. As previously mentioned, there is no clear process for complaint or request management which consequently leads to inefficient student support services.

“I went to the academic services to make an urgent request where I was told to send an e-mail and that I would get a reply as soon as possible. 1 week after sending the e-mail I had no reply,

and went back to the academic services to understand what had been done. Student services did not remember me or my complaint and so I was back to zero.” (MiM Student, Female, 22 yrs old, Peruvian).

Information and Technology relate to Processes because these elements together allow the university to provide, at an organization-wide level, clear unified student information. Currently, Nova is unable to provide one view per student across all departments.

“We can view different pieces of student information, however, there is no single touch point to access all student related activity across departments” (Academic Director, Female, Portuguese).

The information from the Academic Services is not the same as the one in the Career Development Office, although the sharing of information could lead to potential synergies.

Therefore, data analysis is limited to a departmental level based on team initiative as there is no official process, and data is mainly analysed for external purposes.

“We use Power BI just to analyze the key information needed to feed the ranking accreditations systems such as The Financial Times.” (Digital Transformation Team Lead, Female, Portuguese).

Further data analysis is essential for student segmentation capabilities. However, there is no clear way to analyze and plan based on different types of students which leads to a generalized approach to all student concerns. The lack of segmentation negatively impacts the retention and loyalty of top students. Although Nova has significantly invested in applications such as Salesforce and Office 365, the implementation of these are complex. Salesforce, for example, operates with different modules for admissions, alumni and executives but significantly lacks in current everyday student management capabilities.

“We use Salesforce as our CRM system for two main things: (1) information of a student’s past academic life and (2) current academic performance. We then send this information to the Career Services.” (Deputy Dean, Female, Portuguese)

The usage of Salesforce does not support student experience development and does not enhance student understanding for strategic reasoning and decision-making.

Nova also operates an Oracle central database which is referred to as the ‘Student Information System’ where all the student information is held, from personal details to grades and courses. Nevertheless, this database currently has not been organized to include day-to-day operational information such as feedback and complaints. Additionally, legacy systems that have been at Nova for a long time are not easily compatible and hard to migrate from which also becomes an obstacle when trying to optimize the technological infrastructure that will support the information and process innovation.

Recommendations

In order to succeed, it is important that NOVA understands how they can improve the relationship with their students. Based on the data obtained throughout this study, Masters students demonstrated a greater consumer orientation when compared to Bachelors. This suggests that the university should focus on assuring that these Master students are satisfied with their experience. By addressing the critical SRM components that were previously discussed, Nova can improve its performance.

Nova can significantly improve its *Vision* by focusing on building trust with the student community. Here the university should address two aspects: (1) the perceived conflict of interest between the university and corporate sponsors and (2) lack of transparency in on-going initiatives that are geared towards improving student life. Nova has a large network of partners that are important as they are largely the ones supporting the university’s ongoing growth. Nevertheless, to overcome the student perception that partners are more important than students, Nova should outline how they intend to balance both student and partner priorities so that there is no conflict of interest. This outline ideally should be revised and agreed upon by the student committee. Nova should also be more transparent with students regarding their efforts to improve student experience. Although the university may be addressing student concerns, this is not communicated and therefore students are unaware. An open and transparent communication should let students feel like the university is doing what is possible to support

student concerns. support students' critical times such as exam season rather than investing in external events.

Nova can significantly improve its *Student Experience* by focusing on two main things: (1) Regular Feedback and (2) Personalized E-Mail Communication. To capture valuable feedback, it is critical to invest in a centralized platform that would enable students to submit their feedback and any requests or complaints. The status of each submission would be tracked creating a transparent and open channel for communication. This would allow the university to obtain more direct feedback as to how they can improve while simultaneously allowing students to track their feedback submission and ensuring that their opinion is valued and considered. Additionally, having a centralized platform allows students a channel to provide feedback more frequently. Although the annual student satisfaction survey is important, many respondents were demotivated to participate because they felt there was "no point" in giving feedback as they were about to leave the university. Alternatively, Nova could create surveys with a shorter time interval, giving students the opportunity to share their opinion on a regular basis while also allowing the university an opportunity to solve these concerns before students leave the institution.

The university largely communicates with the students via e-mail. During discussion it became clear that students were not happy with the overload of e-mails they received which led to the loss of important information. It seems the university lacks the data and software infrastructure to enable segmented e-mail communication based on student profile characteristics. It is critical to decrease the number of e-mails sent to students by focusing on the most important topics for the general student community and increase personalization to decrease e-mail redundancy and repetition. Students mentioned that they would prefer to view all the university events in a Calendar format, rather than several long e-mails with lists of

events. Simplifying information in such a way can reduce the size of e-mails and motivate students who are interested in participating in events to access the information themselves.

Master's students also demonstrated some disappointment in terms of expectations, with most respondents feeling that the bar was set too high by the university before they joined. While the current marketing strategy portrays Nova's master program as an experience with numerous opportunities to meet new people through social events and extracurricular activities, in reality students felt that social events are almost non-existent and that the program itself allows very little free time to engage in social events. To address this, Nova should revise their current marketing strategy in order to better fit reality, so that students don't develop a sense of disappointment once they complete the program as this might lead to a damage in reputation.

It is also important to invest in creating a stronger community feeling which can be done by working on two undeveloped areas: (1) Improve Student Clubs Management and (2) Sports Facilities. Student Clubs are an important part of student life and a great way to integrate students into the Nova community. Currently Student Clubs have no place to develop and grow on campus which hinders the credibility of the clubs and consequently affects students' social integration. The university should find a way to allocate rooms for Student Clubs to establish that student experience is in fact a priority. Additionally, supporting team sports is a common way to develop a community feeling. Although Nova has several sports teams, there is no place on campus for teams to practice or for other Nova students to support their colleagues. Even though it would require financial investment, a sports facility would take advantage of unused space around the main campus buildings and would bring the student community together and improve the overall student experience.

Finally, the university should significantly invest in collecting and organizing student data to support strategic segmentation and decision-making. The current systems in place do not consider student's day-to-day interactions with the university and do not provide a holistic

view of the student's profile. It is important to understand what requests or complaints the student has made, if they are attending career counselling sessions or not, what classes are they struggling the most in and if they need personal support (travel visas, house hunting, or even therapy). These are just a few points of information that would assist the university in improving their overall strategic approach with students.

Limitations

One limitation of this study is related to the lack of quantitative data collected. While qualitative data allows in depth, personalized information collection, the absence of this quantitative data makes it impossible to analyse correlations between the different types of respondent and whether these were statistically significant or not. Additionally, not enough technical information was collected regarding technology and information to provide practical recommendations. Another limitation is that from the 20 participants in the focus groups, 18 were from management, 2 from economics and 0 from finance. This could potentially signify that the data obtained is representative of the masters in management program, rather than of every masters program at Nova. Also related to sample is the fact that only 5 bachelors students participated in short interviews, and only one person from each department at Nova was interviewed.

Further Research

Following the findings from this study, it would be interesting to conduct a study that would focus on bachelor students at Nova and on understanding the reasons behind them not being as consumer oriented when compared to masters students. It would also be of considerable value to understand if and how the nationality of students affect the extent to which these are consumer oriented. Finally, an in depth technical oriented study into the process, technology and information components would provide valuable practical actions that Nova should could use to upgrade their Data and Knowledge management.

Bibliography

- Ackerman, R., & Schibrowsky, J. (2007). A business marketing strategy applied to student retention: A higher education initiative. *Journal of College Student Retention: Research, Theory and Practice*, 9(3), 307–336. <https://doi.org/10.2190/CS.9.3.d>
- Allen, A. (2011). The idea of a world university: can Foucauldian research offer a vision of educational futures? *Pedagogy, Culture & Society*, 19(3). <https://doi.org/10.1080/14681366.2011.607840>
- Bunce, L., Baird, A., & Jones, S. E. (2017). The student-as-consumer approach in higher education and its effects on academic performance. *Studies in Higher Education*, 42(11), 1958–1978. <https://doi.org/10.1080/03075079.2015.1127908>
- Buttle, F. A., & Maklan, S. (2015). *Customer Relationship Management: Concepts and Technologies*. Routledge.
- Chapleo, C. (2010). What defines “successful” university brands? *International Journal of Public Sector Management*, 23(2), 169–183. <https://doi.org/10.1108/09513551011022519>
- Chen, I. J., & Popovich, K. (2003). Understanding customer relationship management (CRM). *Business Process Management Journal*, 9(5), 672–688. <https://doi.org/10.1108/14637150310496758>
- Cleary, T. (2001). Defining quality through the eyes of campus stakeholders. *Community College Journal*, 71(1). Retrieved from <https://www.voced.edu.au/content/ngv%3A464>
- Daradoumis, T., Rodriguez-Ardura, I., Faulin, J., Juan, A. A., Xhafa, F., & Martinez-Lopez, F. J. (2010). Customer relationship management applied to higher education: Developing an e-monitoring system to improve relationships in electronic learning environments. *International Journal of Services, Technology and Management*, 14(1), 103–125. <https://doi.org/10.1504/IJSTM.2010.032887>
- Drafińska, A. (2012). A concept of student relationship management in higher education. *Transactions of the Institute of Aviation*, 227(6), 35–49. <https://doi.org/10.5604/05096669.1076706>
- Edinger, S. (2018, December). Why CRM Projects Fail and How to Make Them More Successful. *Harvard Business Review*. Retrieved from <https://hbr.org/2018/12/why-crm-projects-fail-and-how-to-make-them-more-successful>
- Fontaine, M. (2014). Student Relationship Management (SRM) in Higher Education: Addressing the Expectations of an Ever Evolving Demographic and Its Impact on Retention. *Journal of Education and Human Development*, 3(2), 105–119.
- Foucault, M. (2004). The Birth of BioPolitics : Lectures at the College De France 1978-79. In *Economy and society*. <https://doi.org/10.1057/9780230594180preview>

- Gholami, H., Saman, M. Z. M., Mardani, A., Streimikiene, D., Sharif, S., & Zakuan, N. (2018). Proposed analytic framework for student relationship management based on a systematic review of CRM systems literature. *Sustainability (Switzerland)*, 10(1237), 1–20. <https://doi.org/10.3390/su10041237>
- Gholami, H., Saman, M. Z. M., Sharif, S., Zakuan, N., Abu, F., & Awang, S. R. (2018). Critical success factors of student relationship management. *Sustainability (Switzerland)*, 10(12). <https://doi.org/10.3390/su10124527>
- Gokcen, N. (2014). New Voices: The rise of student consumerism. *The Psychologist*, 27, 940–941. Retrieved from <https://thepsychologist.bps.org.uk/volume-27/december-2014/new-voices-rise-student-consumerism>
- Hassan, H., & Bin-Nashwan, S. A. (2017). Impact of customer relationship management (CRM) on customer satisfaction and loyalty: A systematic review. *Journal of Advanced Research in Business and Management Studies*, 6(1), 86–107.
- Hay, S., & Kapitzke, C. (2009). “Smart state” for a knowledge economy: Reconstituting creativity through student subjectivity. *British Journal of Sociology of Education*, 30(2), 151–164. <https://doi.org/10.1080/01425690802700206>
- Hilbert, A., Schönbrunn, K., & Schmode, S. (2007). Student Relationship Management in Germany – Foundations and Opportunities. *Management Revue*, 18(2), 204–219. <https://doi.org/10.5771/0935-9915-2007-2-204>
- Hill, F. M. (1995). Managing service quality in higher education: The role of the student as primary consumer. *Quality Assurance in Education*, 3(3), 10–21. <https://doi.org/10.1108/09684889510093497>
- Kincaid, J. W. (2003). *Customer relationship management : getting it right!* Retrieved from <https://www.oreilly.com/library/view/customer-relationship-management/013035211X/>
- Kongsakun, K., & Fung, C. . (2012). Neural Network Modeling for an Intelligent Recommendation System Supporting SRM for Universities in Thailand. *WSEAS Trans. Comput.*, 11, 34–44.
- Kumbirai, M., & Nyasha, J. (2014). Conditions for Customer Relationship Management (CRM) success in Zimbabwe’s Hospitality sector. *IOSR Journal of Business and Management*, 16(1), 51–57. <https://doi.org/10.9790/487x-16165157>
- Laudon, K. C., Laudon, J. P., & Elragal, A. (2013). *Management information systems* (R. Roussan, S. Wightman, J. Adjekum, & G. Graham, eds.). <https://doi.org/10.1145/1478786.1478825>
- Lebrão, L., & Brisighello, V. H. P. (2016). MARKETING EDUCATIONAL SRM (STUDENT RELATIONSHIP MANAGEMENT): A PROPOSAL OF APPLICATION TOWARD FATEC MOCOCA. *Simposio Internacional de Educação a Distância*, 1–18.
- Lechtchinskaia, L., Friedrich, I., & Breitner, M. H. (2012). Requirements analysis for a student relationship

- management system - Results from an empirical study in Ivy League universities. *Proceedings of the Annual Hawaii International Conference on System Sciences*, 5132–5141.
<https://doi.org/10.1109/HICSS.2012.502>
- Mack, O., Mayo, M. C., & Khare, A. (2005). A strategic approach for successful CRM: A European perspective. *Problems and Perspectives in Management*, 3(2), 98–106.
- McMillan, J. J., & Cheney, G. (1996). The student as consumer: The implications and limitations of a metaphor. *Communication Education*, 45(1). <https://doi.org/10.1080/03634529609379028>
- Molesworth, M., Nixon, E., & Scullion, R. (2009). Having, being and higher education: The marketisation of the university and the transformation of the student into consumer. *Teaching in Higher Education*, 14(3), 277–287. <https://doi.org/10.1080/13562510902898841>
- Nixon, E., Scullion, R., & Hearn, R. (2018). Her majesty the student: marketised higher education and the narcissistic (dis)satisfactions of the student-consumer. *Studies in Higher Education*, 43(6), 927–943. <https://doi.org/10.1080/03075079.2016.1196353>
- Nova SBE. (2019). Nova SBE At A Glance. Retrieved from <https://www2.novasbe.unl.pt/en/about-us/nova-sbe-at-a-glance>
- Observador. (2018). 5 curiosidades sobre a Nova SBE, a “escola do futuro.” *Observador-Universidades*. Retrieved from <https://observador.pt/2018/09/30/5-curiosidades-sobre-a-nova-sbe-a-escola-do-futuro/>
- Payne, A., & Frow, P. (2005). A Strategic Framework for Customer Relationship Management. *Journal of Marketing*, 69(4), 167–176. <https://doi.org/10.1509/jmkg.2005.69.4.167>
- Pember, E. R., Owens, A., & Yaghi, S. (2014). Customer relationship management: a case study from a metropolitan campus of a regional university. *Journal Of Higher Education Policy and Management*, 36(2), 117–128. <https://doi.org/10.1080/1360080X.2013.861056>
- Piedade, M.B., & Santos, M. Y. (2010). Business intelligence in higher education: Enhancing the teaching-learning process with a SRM system. *Proceedings of the 5th Iberian Conference on Information Systems and Technologies*, 1–5. Santiago de Compostela, Spain.
- Piedade, Maria Beatriz, & Santos, M. Y. (2008). Student Relationship Management: Concept, practice and technological support. *IEMC-Europe 2008 - 2008 IEEE International Engineering Management Conference, Europe: Managing Engineering, Technology and Innovation for Growth*, 1–5. <https://doi.org/10.1109/IEMCE.2008.4618026>
- Pritchard, R. (2005). Education Staff and Students under Neoliberal Pressure: a British-German Comparison. *Beiträge Zur Hochschulforschung*, 4(27), 15–16. Retrieved from <http://www.bzh.bayern.de/uploads/media/4-2005-pritchard.pdf>

- Raaper, R. (2019). Students as consumers? A counter perspective from student assessment as a disciplinary technology. *Teaching in Higher Education*, 24(1), 1–16. <https://doi.org/10.1080/13562517.2018.1456421>
- Rababah, K., Mohd, H., & Ibrahim, H. (2011). Customer Relationship Management (CRM) Processes from Theory to Practice: The Pre-implementation Plan of CRM System. *International Journal of E-Education, e-Business, e-Management and e-Learning*, 1(1), 22–27. <https://doi.org/10.7763/ijeeee.2011.v1.4>
- Reinartz, W., Krafft, M., & Hoyer, W. D. (2004). The Customer Relationship Management Process: Its Measurement and Impact on Performance. In *Journal of Marketing Research*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.574.8677&rep=rep1&type=pdf>
- Richards, K. A., & Jones, E. (2008). Customer relationship management: Finding value drivers. *Industrial Marketing Management*, 37(2), 120–130. <https://doi.org/10.1016/j.indmarman.2006.08.005>
- Rigo, G.-E., Pedron, C. D., Caldeira, M., & Araújo, C. C. S. de. (2016). CRM Adoption in a Higher Education Institution. *Journal of Information Systems and Technology Management*, 13(1), 45–60. <https://doi.org/10.4301/s1807-17752016000100003>
- Seeman, E. D., & O'Hara, M. (2006). Customer relationship management in higher education: Using information systems to improve the student-school relationship. *Campus-Wide Information Systems*, 23(1), 24–34. <https://doi.org/10.1108/10650740610639714>
- Shannaq, B., Rafael, Y., & Alexandro, V. (2010). Student relationship in higher education using data mining techniques. *Global Journal Computer Science Technology*, 10, 54–59.
- Sprenger, J., Klages, M., & Breitner, M. H. (2010). Cost-Benefit Analysis for the Selection, Migration, and Operation of a Campus Management System. *Business & Information Systems Engineering*, 2(4), 219–231. <https://doi.org/10.1007/s12599-010-0110-z>
- Teixeira, P., Jongbloed, B., Dill, D., & Amaral, A. (2004). *Markets in Higher Education* (1st ed., Vol. 6; A. Teixeira, Pedro; Jongbloed, Ben B.; Dill, David D.; Amaral, Ed.). <https://doi.org/10.1007/1-4020-2835-0>
- Thompson, E. (2007). *Toolkit Decision Framework: Gartner's CRM Framework: The Eight Building Blocks of CRM*. Retrieved from <https://www.gartner.com/en/documents/507787/toolkit-decision-framework-gartner-s-crm-framework-the-ei>
- Vulić, M., Petrović, P., Kovačević, I., & Živanović, V. . (2014). Student Relationship Management Using Social Clouds. In *Handbook of Research on High Performance and Cloud Computing in Scientific Research and Education* (pp. 173–194). Hershey, PA, USA: IGI Global.

Appendix 1: University Departments Description

Campus Service	Function
Admissions	Responsible for marketing Nova SBE programs and managing the admissions and selection processes for both Masters' and Bachelors' students.
Academic	Support students with all issues relating to the operational components of the programs, from enrollment to graduation.
Program Management	Responsible for program delivery and development, which makes them the key contact for students if they intend to discuss issues related to the program.
International Mobility	Supports all incoming students whether they are coming to Nova SBE via a mobility partnership agreement or as free movers.
Life@Nova	Provides support to students with non-academic issues like housing, visas, transportation, etc.
Career and corporate placement	Provide tools to make job search more effective, provide market knowledge and guide with all the decisive career choices you have to make.
Student Development Office	Dedicated to the students' well-being and personal development: student counselling, promotion of academic success program, support for academic and social integration, peer tutoring program
IT Helpdesk	First point of contact for all queries concerning e-mail accounts, netpa, and other IT services available for students on campus.
Brand and communication office	Responsible for the school's communication and every key event taking place at the school.
Research office	Provides crossdisciplinary orientation and helps plan, develop, and carry out every research project taking place in the school.
Facilities services	Responsible for having every room and facility working accordingly, providing immediate assistance for all issues that need fixing on campus.
Alumni & corporate relations	Point of contact for companies and institutions that want to be part of this community — recruiting Nova SBE students, participating in school life, supporting the school and its students, or being part of their development

Appendix 2: SRM Value Framework

Vision: Leadership, Marketing Position, Value Proposition

Stage	
1	No SRM vision
2	No overall business-driven vision for SRM
3	Still no overall approach to SRM but management begins to support departmental initiatives
4	Top management realize that a vision for SRM is a fundamental part of an overall business vision- take ownership and provide leadership
5	Strongly shared vision for how to create trust, manage joint student relationships & deliver mutual benefit

Strategy: Objectives, Segments, Effective Interaction

Stage	
1	No SRM strategy and no role in the organization
2	Strategy is being created in a piecemeal fashion — or not at all

3	Top management may still not accept the need for an overall approach to a student strategy, but may be comfortable in signing off initiatives at the channel or function level
4	Top management responsible for creation and implementation of an institution wide SRM strategy focused on developing the value of the student asset base
5	Involves shared analysis and planning on how to segment and treat students. Work towards shared objectives with partners that support SRM vision & strategy, which impacts overall student experience & organization's ability to meet its financial & student-oriented goals

Student Experience: Understand Requirements, Monitor Expectation, Satisfaction vs Competition, Collaboration & Feedback, Student Communication

Stage	
1	Phrase "student experience" and the idea of surveying students about their needs and wishes are generally unknown concepts
2	Initiatives to understand the student experience may now be appearing, but the scope is limited
3	Student experience is becoming an accepted term and the necessary survey and design work is being put in place, but the scope is limited to the individual channel or function-disjointed
4	Cross-institution efforts to prioritize student experience but still no clear student viewpoint
5	Recognized that the student experience should be viewed from the student viewpoint and be seamless across institution boundaries

Organizational Collaboration: Culture & Structure, Student Understanding, People (Skills & Competencies), Incentives and Compensation, Employee Communications, Partners and Suppliers

Stage	
1	Inward-focused culture and revolves around functional departments like admissions, career support, program management, brand & communication office
2	Functional "silos" rule at an organizational level, but there are still some fragmented initiatives for creating a culture that focuses more on the student
3	Cross-departmental communication developing through meetings and exchange of ideas but not possible to segment and structure data
4	Student segmentation as a fundamental construct to determine what type and level of student experience to deliver, and how to organize and use resources accordingly
5	Incentives and compensation need to be aligned and lessons in change management shared.

Processes: Student Lifetime Value, Knowledge Management

Stage	
1	Processes tend to be inwardly focused, unconnected and benefit only individual departments.
2	Processes are becoming automated, generally to boost efficiency within the silo
3	Processes have not been re-engineered from an end-to-end viewpoint
4	Processes are re-engineered within functions and on a cross-enterprise basis. The results are internal efficiencies and external effectiveness.
5	Processes have to be considered in end-to-end terms, focusing on interfaces where they cross boundaries

Information: Data, Analysis, One View Across Channels

Stage	
1	Student information is fragmented across many different and incompatible application systems, and is beset by significant data quality problems.
2	Similarly, the quality of student information is starting to improve, but it too is silo oriented, which makes it difficult to get a single view of the student

3	Similarly, there is investment in process redesign and information quality and access. These initiatives have the potential for good returns, but there is no full student view or insight into the overall value and behavior of the student
4	A quality, consistent and full view of the students is built for operational and analytical purposes. Analytics are used to measure and predict student value, and to understand and predict student behavior. This insight is starting to be seen in student interactions at student touchpoints. Appropriate interaction maximizes student satisfaction, retention and value.
5	Partners will need to create trust and develop win-win situations when sharing student information and distributing leads.

Technology: Applications, Architecture, Infrastructure

Stage	
1	Applications are generally weak and functionally inconsistent. Typically, they have been bought at a functional or geographical level without consideration for integration, standard processes or centrally driven standards.
2	Technology for SRM is limited and not well integrated, and metrics for managing student value are rudimentary.
3	There has been substantial investment in SRM technology, but there may be incompatibilities between the applications chosen or built in different areas of the organization
4	The technology investment across all channels and functions will have been substantial, with strong capabilities in functionality. A major focus on integration to enable end-to-end processes and unified student information will have been included.
5	Technology will enable partners to integrate their business processes, share leads and pipelines, and provide self-service ordering and status checking through partner portals.

Metrics: Value, Retention, Satisfaction, Loyalty, Cost to Serve

Stage	
1	Metrics are rudimentary and generally focus on finance and operations. They do little to help student management.
2	Those metrics that do exist are mostly geared toward financial and function management.
3	Metrics focus on the performance of individual channels and functions. Information on achieving student objectives, such as retention, is available, but not throughout the whole organization. There is still a lack of focus on measuring projected vs. actual return on investment (ROI)
4	A balanced hierarchy of student metrics is put in place to communicate student-oriented objectives down the organization, as well as measuring and monitoring key performance indicators up the organization. The costs, benefits and ROI are starting to be measured, with managers being held accountable.
5	The key watchwords for metrics are alignment and shared visibility